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ABSTRACT

A program was implemented to help improve 12th grade Honors English students' writing skills through conferencing. The targeted group consisted of 13 students who experienced difficulties in writing effective written pieces. Their writing included fragments, run-on sentences, and improper use of punctuation. On the Stanford Achievement Test given in the spring of 1998, 8 of the 13 students scored below the 70th percentile for total language. The objectives of the program were for the targeted students to demonstrate improvement in their ability to write sentences that include transitions and sentence variety, improve their attitudes toward writing by at least 50%, and demonstrate improvement in their writing ability by elevating their scores on the posttest at least one level above the pretest. Strategies mainly included collaborative learning, revision conferences, peer editing conferences, and teacher-student conferences. Success was determined by improvement in the students' attitudes toward writing and inclusion of transitions and sentence variety in their writing. The second and third objectives were met by at least half of the students in the targeted group, so although their attitudes toward writing failed to improve, they did show improvement in their writing skills. (Contains 15 references and a table of data. Appendixes include various assessment tools, attitudinal questionnaires, and the targeted group's scores.) (Author/RS)

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ED 427 344

HELPING 12TH GRADE HONORS ENGLISH STUDENTS IMPROVE WRITING SKILLS THROUGH CONFERENCING

by

Glenda M.S. Lambert

A Final Report submitted to the Faculty of the Fischler
Center for the Advancement of Education of Nova
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of the requirements for the degree
of Master of Science

January, 1999

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Abstract

Helping 12th Grade Honors English Students Improve Writing Skills Through Conferencing.
Lambert, Glenda, 1999. Practicum Report, Nova Southeastern University, Fischler Center for the Advancement of Education.
Descriptors: Writing Workshop/Peer Conferencing/Teacher-Student Conferencing/Collaborative Learning/Peer Response Groups/Revision Conferences.

This program was implemented by the writer to help improve 12th grade Honors English students' writing skills through conferencing. The targeted group consisted of 13 students who experienced difficulties in writing effective written pieces. Their writing included fragments, run-on sentences, and improper use of punctuation. On the Stanford Achievement Test given in the spring of 1998, eight of the 13 students scored below the 70th percentile for total language. The objectives for the program were for the targeted students to demonstrate improvement in their ability to write sentences that include transitions and sentence variety, improve their attitudes toward writing by at least 50%, and demonstrate improvement in their writing ability by elevating their scores on the posttest at least one level above the pretest. Strategies mainly included collaborative learning, revision conferences, peer editing conferences, and teacher-student conferences. Success was determined by improvement in the students' attitudes toward writing and inclusion of transitions and sentence variety in their writing. The second and third objectives were met by at least half of the students in the targeted group, so although their attitudes toward writing failed to improve, they did show improvement in their writing skills. Appendixes include various measurement tools, attitudinal questionnaires, and the targeted group's scores.

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CHAPTER I

Purpose

Background

At one of America's high schools, students are fortunate to be a part of a diverse group. The students attending this high school are from different parts of the world such as Asia, Latin America, and the Caribbean. Similarly, the students enrolled in this high school come from all over the county. This practicum was implemented in a public high school in Southeast Florida.

The school functions as a center for professional teacher development and educational research. Teacher training, implementation of new methods, and experimentation are encouraged at the two elementary schools, one middle, and one high school that comprise the center. This school model is kindergarten through 12th grade. The center also provides a very active and successful adult and community program.

The student population of this high school consists of 68% White, 20% Black, 6% Hispanic, and 6% Asian. The total school enrollment is 2076 students of whom 30% receive free lunch. The average class size is approximately 35 students. In terms of the community from which the students come, there are students from affluent homes, low socioeconomic backgrounds, multicultural and

multiethnic backgrounds, and homes where English is a second language. Unlike the neighborhood school model, the population of the center is representative of the entire district. An annual random selection process is used in the admission process for the high school with consideration given to the following necessary items: race, sex, grade level, and availability of space. Students are not assigned according to geographical boundaries; rather, the population reflects the demographic characteristics of the district. Therefore, the student body is diverse.

Despite the different backgrounds from which the students come, there is a great level of parental involvement. Parents take active parts in judging tournaments, tutoring students, and, most importantly, encouraging their children to excel. Consequently, the students perform successfully on national and international levels. For instance, on the Florida Writing Assessment, the school average was 4.0 while the district average was 3.6 and the state average was 3.6. The students also did well on the Stanford Achievement Test for reading and mathematics. The school average was 67.3% for reading and 74.6% for mathematics. In other words, 67.3% of the students scored above the national median score for reading. Similarly, 74.6% of the students scored above the national median score for mathematics.

At this high school, the students are taught at different levels such as regular, honors, or gifted, based on a two-semester system. The students are placed in the different levels according to their academic achievement. Each grade

level forms a learning community with one assistant principal, two team leaders, and all teachers teaching at that level. The team leaders are responsible for guiding and counseling, facilitating mentoring programs, and maintaining parent-teacher communications and relations.

The administration of this high school is made up of a center director, a principal, four assistant principals, and eight team leaders. The faculty consists of 231 teachers. The credentials of the teaching staff at the different levels range from bachelor's to doctorate's degrees. Of the entire teaching staff, 51.5% earned a Bachelor's, 43.3% earned a Master's, 2.2% earned a specialist's, and 3% earned a Doctorate degree. There are also seven teachers of English for Speakers of Other Languages (ESOL).

This high school also offers various programs such as Advanced Placement Courses, Dual Enrollment, Early Admissions, Exceptional Student Education (ESE), and ESOL. Students in the Advanced Placement Courses are taking classes that are considered to be college level. Dual Enrollment means that the students can be enrolled simultaneously at the high school and a community college. However, the students' Grade Point Average (GPA) needs to be 3.0 or higher.

When students have successfully completed their junior year of high school, they may enter the Early Admissions Program under certain conditions. Some of these conditions are a GPA of 3.0 or higher, completion of all graduation

requirements, and acceptance to a postsecondary institution. In the ESE program, students' exceptional needs are addressed through a close working relationship among parents, teachers, and a school psychologist. Students enroll in ESOL courses when their native language is other than English. These classes are intended to provide a smooth transition into English literacy. As noted, in order for the students to enroll in any of the programs offered, they need to fulfill certain requirements.

The writer does not work at this educational setting or any other institution; however, she received permission to work with a teacher at this high school. The assigned teacher has six years of teaching experience. At this high school, she teaches Language Arts and Speech and Debate in grades nine through 12. This practicum was implemented in the 12th grade Honors English class of 38 students. This Honors English course, which is a college-preparatory course, focuses on the study of Western and Eastern Literature of particular cultures from ancient times to the present. For this course, the students analyze and critique the literature orally and in writing. All 12th grade students who have successfully completed three English credits can enroll in this course.

The writer earned a bachelor's degree in Elementary Education with a concentration in mathematics at the University of the Virgin Islands in St. Thomas. The writer has one year of teaching experience during which she taught a 3rd grade in St. Maarten. During that year, the writer was involved in an

after-school activities program that was designed to assist students with their homework. This program also allowed the students to take part in extracurricular activities. The writer is presently enrolled in the Graduate Teacher Education Program (GTEP) at Nova Southeastern University and is pursuing a masters of science degree in English Education. After successful completion of this program, the writer will return to her native island, St. Maarten, and teach at one of the high schools.

Problem Statement

The skill of writing may be difficult for some students. This is made clear by the fact that in a 12th grade Honors English class of 38 students, 13 students are writing at or below a 10th grade level. Therefore, there exists a discrepancy of at least two or more grade levels in the writing abilities of this group. The ideal should be that all of the students should be writing at a 12th grade level. Different instruments indicate that these students are weak in writing. These instruments include Stanford Achievement Test (SAT) scores (Appendix A, p.46), a teacher questionnaire (Appendix B, p.48), classwork, a structured interview conducted by the writer, and a writing attitudinal questionnaire (Appendix C, p.50) that was developed and administered to determine the students' attitude toward the writing process. Even though the SAT scores do not focus on writing separately, they indicate the students' scores for total language and reading. Since reading and writing are interrelated, the students' SAT scores are likely to indicate their level of performance in writing.

The section of total language on the SAT focuses on grammar, vocabulary, mechanics, usage, and sentence structure. According to the SAT scores for total language for the targeted group, eight of the students scored below the 70th percentile. For reading comprehension, seven of the students scored below the 70th percentile. Hence, five of the students scored below the 70th percentile for both reading comprehension and total language.

Although this target group had English classes in their earlier school years, they still struggle with the art of writing. During a structured interview that was conducted by the writer, the classroom teacher indicated that the students' written pieces include fragments, run-on sentences, improper use of punctuation, and misspelled words. The results of the teacher questionnaire revealed that the students lacked prior knowledge and understanding of grammar rules. In addition, they do not read frequently which is important for developing writing skills.

Based on the results of the student questionnaire, it is clear that the students have an interest in writing. The findings revealed that 10 of the students like to write while all of the students believe that writing gives them an opportunity to express themselves. Eleven of the students indicated that they like to choose their topics when writing. Twelve of the students stated that it is important that they develop their writing skills. Despite the many errors that are apparent in the students' writing and their struggle with the art of writing, they are still concerned about developing their writing skills.

Many factors can be considered as possible causes for the students' poor performance in writing. One possibility is their low level of self-esteem. Six of the students do not believe that they are good writers; therefore, they live what they believe. Consequently, they often experience writer's block, become frustrated, and fail to show any interest in writing.

Another possibility is that they are unable to relate to the assigned topics. Eleven of the students stated that they prefer to choose their own topics when writing. The students explained that the given topics are uninteresting and fail to motivate them to write.

Another factor that influences the students' ability to write is their exposure to alternate forms of experiencing literature. It was established that eight of the students do not read for pleasure; instead, they prefer to look at the films made from the books. However, movies allow the students to hear the spoken word instead of seeing the written text that is vital for developing writing skills.

There are 13 students in the target group, eight females and five males ranging in age from 16 to 18. This group consists of nine Whites and four Blacks who are diverse and have different interests (Appendix D, p.53). Eight of the 13 students scored below the 70th percentile on the SAT Total Language scale while they should, as Honors English students, have scored above the 70th percentile.

Outcome Objectives

The proposed objectives were:

Objective 1

At the end of the 12-week implementation period, all of the 13 targeted twelfth grade Honors English students would demonstrate improvement in their ability to write sentences that include transitions and sentence variety by elevating their scores on the posttest at least one level above the pretest scores as measured by a teacher-made test (Appendix E, p.55) (Appendix F, p.57).

Objective 2

After the 12-week implementation period, all of the 13 targeted twelfth grade Honors English students would improve their attitude toward writing by at least 50% as measured by a teacher-made pre/post attitudinal survey (Appendix C, p.50) (Appendix J, p.67).

Objective 3

At the end of the 12-week implementation period, all of the 13 targeted twelfth grade Honors English students would demonstrate improvement in their writing ability by elevating their scores on the posttest at least one level above the pretest scores as measured by the Florida Writes! rubric (Appendix F, p.57).

CHAPTER II

Research and Planned Solution Strategies

Writing is an important skill that all children need to master. In order to develop this skill, students need to read frequently and be guided through the writing process. Working collaboratively to revise and edit one another's writing allows the students to learn from their peers and improve their writing skills. The following studies support the idea of having the students work in groups as a way to help them improve their writing skills.

Lawrence and Sommers (1996) conducted a study in a two-year college. The students enrolled in the composition course, Composition 101, were first year college students and were unaware of both the writing process and peer conferencing. In addition, they lacked consistent writing practice. These students had performed below average in secondary school.

In order to allow the students to get to know one another, the authors had the students work in groups of four. For this activity, the students interviewed their group members. After doing this, the students had to introduce their group members to the rest of the class. Once the students became acquainted with their classmates, the authors discussed the importance of peer response groups. In addition, the groups of students role-played to understand how peer conferencing should be conducted.

After the students completed their first drafts, they worked in groups to respond to one another's writing. During the conference, each student read his/her paper aloud to the rest of the group. After listening to the reader, the group members highlighted the strengths and weaknesses in the writing. They also offered suggestions for revision.

The result of this study indicated that peer feedback was very effective in helping the students improve their writing skills. The students in this study valued the responses received from their peers. They used this feedback to improve their writing. Through working collaboratively, the students became aware of how they should develop an effective piece of writing.

A study by Kucera (1995) focused on the effect of the writing workshop on improving students' writing skills and attitudes toward writing. The subjects for this study were four sixth graders who hated writing. These students were also unfamiliar with the writing workshop approach.

The author worked with these four targeted students for a period of 18 weeks. During this period, the students were guided through the writing process. The students were engaged in individual work, peer conferences, and teacher-student conferences. After the students wrote their first drafts, they completed a self-evaluation sheet before conferencing with the peer editor. On this sheet, the students stated the part of the writing that they liked best and the areas that they believed needed improvement. The peer editors read this sheet

before reading the draft. After receiving feedback from the peer editors, the students revised their work and conferenced individually with the author. The author kept a journal in which she recorded the students' progress.

At the end of the 18-week period, the author administered a postattitudinal survey with which she compared the results from the preattitudinal survey. The results of the postattitudinal survey indicated that three of the four targeted students improved their attitudes toward writing; they saw themselves as writers. The records of the students' writing also indicated an improvement in the students' ability to write. The students were better able to develop and organize their writing.

Harris (1992) conducted research at a high school in California to determine the effect of student participation in evaluation. The subjects of this study were 28 eleventh-grade honors students. The author photocopied the writing assignment of one of the students and distributed it to the entire class. The students evaluated this written piece at home. During the following lesson, the class responded to the student's writing. For this activity, the students shared their responses in groups of six to seven before engaging in whole class discussion. In the meantime, the author conferenced with the student-writer for seven minutes. After this period of time, the entire class came together to discuss the student's writing. The spokesperson from each group provided feedback to the student. The student made marginal notes on his/her writing to help him/her revise the work

later. The final draft was submitted one week after the discussion. The writing from every student followed this process.

The findings from this study revealed that the students' writing skills had improved. The students became aware of the elements that needed to be included in every piece of writing. In addition, the students were better able to express themselves orally and in writing.

Puhr and Workman (1992) described a program that was used at a high school in Missouri. This program, The Conferenced Writing Program, emphasized conferencing, immediate feedback, and tracking of student progress. One extra English teacher and two teachers who served as tutors were hired. The tutors assisted students from different grade levels while the English teachers conferenced with their own students individually during the planning hour.

During class time, the students worked in peer/response groups to provide feedback to one another's writing. The given rubric guided the peer discussion. Student-led conferencing was another way that the students became engaged in collaborative learning. When using this approach, the students determined the focus of the discussion; therefore, the teacher only facilitated.

The success of this program was based on the responses from graduates of this high school. These students stated that this program allowed them to learn from their peers and gain confidence in writing. In addition, they noted that they graduated from high school with developed writing skills.

At a high school in California, Reed (1990) designed a writing project entitled "The Write Team." The members of this team were high school juniors and seniors. These students offered assistance to students from the other grade levels.

Before the students submitted their drafts to their teachers, they took their work to the writing team for revising and editing purposes. This conferencing was done on a one-to-one basis. The student read his/her paper aloud while the team member listened. After listening, the team member focused on the strengths of the student's writing. When changes needed to be made in the writing, the team member asked questions that stimulated the student to think about his/her work.

This project made an impact on the students as well as the team members. In their comments, the students stated that they liked the compliments received from the team members. They also indicated that they were enlightened by the new strategies they had learned to help develop their work. The team members stated in their daily logs that being on the team helped them learn more about writing. Therefore, by helping other students revise and edit their work, the team members became better writers.

Similarly, Proett and Gill (1986) believed that when students are actively involved in the revision process, they were likely to become better writers. Through helping their peers revise and edit their work, the students became

acquainted with the processes involved in developing effective writing. Hence, peer editing helped the students develop writing skills.

Student editing/response groups had to consist of three to five students. Students could choose their group members or the teacher could use a specific criteria for selection. After writing the first drafts, the students worked in their groups to share and respond to one another's writing. One student read his/her writing aloud to the rest of the group. This student responded to his/her writing before receiving feedback from the group. During group discussion, the students made positive and specific comments and suggestions about the writing. In other words, the students specified the areas in their work that needed improvement. After this session, the students read the paper in order to help with grammar, spelling, and punctuation.

According to Proett and Gill (1986), this type of conferencing helped to motivate the students to write because the students were aware that they were writing for an audience. Another effect of this revision technique was that by helping solve writing problems in their peers' work, the students developed skills that would help them improve their own writing. In addition, this approach allowed the students to feel a sense of ownership of the group since they were actively involved in the learning experience.

Willis (1993) also believed that peer editing helped students improve their writing skills. When students heard about the problems that their peers

experienced when writing and also saw how their peers developed their writing, they learned revision techniques from one another. The students became better at developing ideas and solving problem areas in their writing.

Another effect of peer conferencing was that it fostered collaborative learning. During the discussions, students focused on the strengths and weaknesses of one another's writing. They made comments and suggestions for improvements. They also asked their peers to pay special attention to certain parts of their writing. Thus, the students worked together and helped one another improve their writing skills.

Atwell (1998) also supported the conference approach for writing. When using the writing workshop technique, students conferred with their peers as well as the teacher. The teacher guided the students through the writing process. While working on their drafts in class, the teacher walked around and conversed with the students individually. The teacher helped the students develop particular ideas and information. Thus, the teacher focused on the content of the writing. When students experienced difficulties in writing, the teacher asked questions that stimulated the students to think about their work. Before making suggestions to the students, the teacher elicited responses from the students. While conferencing with the students, the teacher kept note of their progress and writing plans.

Before engaging in peer conferencing, the students read their own writing. With the help of a given self-evaluation checklist, the students reread their work

and focused on particular elements in their writing. They also indicated the strengths and weakness of their work. After the students had submitted their drafts, the teacher taught mini-lessons based on the most common errors in the students' writing. At times, the teacher conferenced with small groups of students who experienced similar problems in writing. This approach helped to make the lesson meaningful to the students.

Tompkins (1991) also embraced the workshop method for teaching writing. She believed that this technique allowed students to both learn from one another and improve their writing skills. When using this approach in the classroom, the students worked in small groups and the teacher walked around to monitor and briefly conference with the students. In the classroom, there was a special area designated for the teacher to conference with individual students or small groups and teach mini-lessons.

Once the students had chosen their own topics, they began to write the first drafts. While the students were writing, the teacher circulated around the classroom and conversed briefly with the students at their desks to monitor their work and progress. This type of conference was called on-the-spot conference. After the students had completed the first draft, they engaged in revising conferences. The students met in their writing groups and listened to one another's writing. Hence, the focus was on the content of the students' work. The students took turns in reading their work aloud to the group. Then each group

member got a chance to make positive comments about the student's writing. However, the students had to be specific when providing feedback. Following this session, the student asked the group for assistance in solving problem areas in the writing. Then the group members offered suggestions. After everyone had a turn, the students worked individually to make the necessary changes to their writing. Once the changes were made, students worked in pairs to edit one another's writing. Following this session, the students engaged in editing conferences with the teacher for final editing of their work. The last stage of this workshop was sharing. The students read their work aloud to the entire class.

An effect of this approach was that the students were guided through the writing process. In addition, students felt a sense of ownership of their work. Furthermore, through working collaboratively, they learned from one another and developed communication skills.

Maxwell and Meiser (1997) also supported collaborative learning. They believed that peer conferencing was an effective way to help students improve their writing skills. Some students were able to translate the academic material into a language that their classmates could understand. Similarly, there were effective editors and proofreaders in most classrooms; therefore, teachers could allow these students to further develop their skills by engaging them in peer/response conferencing.

Before working with their peers, the students reread their work and used their writing knowledge and skills to revise and edit their work. During the conference, the students took turns in reading their work aloud to the rest of the group. The group members made specific comments and suggestions for improvements. While working in groups, the students saw how their peers solved problem areas in their writing. In addition, the students became aware of the elements that had to be included in every effective piece of writing. The students also learned writing strategies from one another, which they internalized and applied in their future writing.

Brown (1997) believed that peer groups played an important role in student learning. When students worked in groups of four or five to revise their writing, their peers could identify errors in their writing, which they themselves were unable to notice. In addition, peer groups provided a variety of feedback that was not possible during a one-on-one conference. When working in groups, students could choose from the different revision options that their peers suggested.

However, before engaging the students in peer editing groups, they needed to have a clear understanding of what revision was. Students needed to become aware that revision meant developing ideas and thoughts in the paragraphs and focusing on diction instead of correcting spelling and inserting punctuation in the text. Students also needed to be guided through the revision process. Thus, the

teacher's role became that of a facilitator. In addition, the students needed to know their roles in the group. The student-readers needed to know that they could request specific help from their peers while the respondents could offer constructive criticism and suggestions that would help the students improve their writing.

One of the benefits of writing groups was that through collaboration, students learned a variety of ways to approach a subject and develop a paragraph. They learned different revision strategies that would help them enhance their writing. Furthermore, students became aware that writing was a process and any piece of writing was subject to continuous development. Thus, a writer could frequently make changes to enhance the text.

Similarly, Healy and Jensen (1996) believed that writers benefited from peer feedback and group discussion about their writing. Healy and Jensen worked collaboratively to help the students improve their writing skills and at the same time get a better understanding of the science lesson. These instructors designed a writing project that consisted of feedback groups and an editorial board that worked closely together. The instructors divided the science class into groups of three and four students. These students were heterogeneously grouped based on gender, ethnicity, personality, and writing ability. Hence, these students formed the Cooperative Feedback Groups. After having read and responded in writing to one another's drafts at home, the students worked in their groups to explain or

clarify their written responses. The students engaged in this activity for about 10 minutes.

The editorial board consisted of student volunteers who had an interest in writing and in assisting other students in developing effective papers. The role of these members was to make specific comments and suggestions and also help in making necessary corrections that would improve the writing. Students who were interested in having their papers reviewed by the editorial board put their writing in a box labeled "Papers for the Editorial Board," which was kept in the science classroom. The editorial board members returned these papers within two class periods and placed them in a box labeled "Papers Returned by the Editorial Board." The students collected their papers before or after class.

The instructors as well as the students benefited from this project. On the one hand, the instructors received thoughtful and well developed papers to grade. On the other hand, the students had a greater audience for their writing instead of only having the instructor read their work. The editorial board members got an opportunity to apply their writing skills by assisting other students in developing effective papers. Thus, the students' writing skills were useful outside of the English classroom.

Dale (1994) conducted a study on collaborative writing in a ninth-grade class. Twenty-four students worked in groups of three. Before allowing the

students to engage in the learning experience. Dale and the classroom teacher discussed and modeled collaborative writing with the students.

In their groups, students worked on the writing assignment. Group members brainstormed and planned the writing together. Students divided the writing responsibilities among themselves based on their individual strengths and weaknesses in writing. Thus, the student who were strong in developing ideas focused on this area of the writing.

The results of this study indicated that students learned new ways of approaching a writing assignment. Through working collaboratively, the students saw and heard how their group members organized and developed ideas. They became aware of the process involved in developing a piece of writing. The students also learned writing strategies from one another.

Beach and Marshall (1991) also supported peer conferencing. When students worked in small groups to discuss a particular text or piece of writing, they questioned one another to clarify misunderstanding. They also viewed ideas from different perspectives. Hence, group discussion promoted thinking.

Similarly, when engaged in writing groups, the students received a variety of feedback from their peers. Students learned how their peers solved problem areas in their writing and how they phrased their ideas or thoughts. Thus, through working in groups, students learned writing strategies from one another that they could use to improve their writing.

Kennedy and Kennedy (1990) also believed in collaborative learning. This approach allowed the students to learn from and support one another. When working in groups, students were more likely to receive assistance from their peers than when working individually. Therefore, this approach for teaching writing helped to prevent the students from struggling with writing assignments. Hence, it helped them develop social skills.

It was important that students understood the meaning and purpose of revision before engaging in peer editing workshops. The students needed to be made aware that revision meant focusing on content and organization instead of punctuation, grammar, and spelling. Therefore, teachers needed to model the revision process to the students. The teacher and the students developed a checklist that the students referred to during peer editing sessions.

When using the peer editing workshop approach in the classroom, students worked in groups of four to read and respond to one another's writing. After discussing each student's writing, the group members summarized their suggestions and comments for the student-writer who recorded these responses in his/her journal. To add variety to this technique, teachers assigned roles to each member in the group. The first student was responsible for focusing on specificity and clarity of description in the students' writing. The second student read all the four papers only for word choice or diction. The third student in the group focused on audience awareness. The fourth student read the papers to determine if

they focused on the prompt. However, everyone in the group gave an overall evaluation of each paper. For each new assignment, the students shifted roles until everyone in the group had a chance to perform each role. This technique allowed for everyone in the group to develop various revision strategies.

Another activity in which the students engaged during the revision stage was called focused peer editing. For this activity, students worked in groups of four or in pairs. The students used a peer editing checklist, which the class developed, to help them in revising one another's writing. However, each student revised his/her work individually before engaging in peer editing sessions. After returning the drafts and editing sheets to one another, the students revised their work by focusing on the comments and suggestions that satisfied their writing needs.

Both approaches for engaging the students in editing sessions allowed the students to receive a variety of responses from their peers. By revising one another's writing, the students learned how their classmates approached writing assignments and developed their ideas. Peer editing sessions also allowed the students to develop revision strategies that they could use to revise their future writing.

Planned Solution Strategy

Results from the above studies indicate that peer feedback is effective in helping students improve their writing skills. Since learning is likely to occur when students take an active part in the learning experience, the writer selected strategies that would allow the students to be totally involved in the learning activity. The selected strategies allowed the students to work collaboratively in pairs as well as in small groups of three or four. The writer used a combination of strategies from the following authors: Lawrence and Sommers (1996) peer collaboration, Atwell (1998) writing workshop and mini-lessons, Kucera (1995) peer conferencing, Proett and Gill (1986) editing/response groups, Willis (1993) peer/response groups, Tompkins (1991) on-the-spot conference and revision conference, Maxwell and Meiser (1997) collaborative learning, Brown (1997) conferencing, and Kennedy and Kennedy (1990) peer editing workshop.

CHAPTER III

Methods

The writer met weekly with the students on Tuesdays and Thursdays for one hour for 12 weeks. In collaboration with the students, the writer discussed the importance and purpose of writing. Collaboratively, the students developed a checklist that they used as a guide when revising individual work and the work of their peers. The students individually brainstormed a list of writing topics and wrote about their chosen topics during the sessions.

Since the students were to be engaged in peer conferences as well as teacher-student conferences, these techniques were introduced and reinforced during the sessions. The writer divided the students into three groups of three and one group of four. While engaged in peer conferencing, the students worked in their groups to revise one another's writing. They also took turns in reading their work aloud to the rest of the group. The group members made specific comments and suggestions for improvements. In addition, the students engaged in another peer conference activity for which each group member was assigned a role: in groups of three (or four), one student was responsible for focusing on the development of ideas and paragraphs in all three written pieces. Another student read all three papers for clarity and to determine if the writing focused on the chosen topic. Another student in the group focused on diction and the use of

transitions. For the extra group of four, the additional student concentrated on diction and paragraph development.

While the students were working, the writer walked around to monitor and assist when necessary. During individual work, the writer circulated around the classroom and conferenced with the students at their desks to monitor their work and progress. The writer administered pre and posttests to determine the effect of conferencing on improving writing skills. The Florida Writes! rubric and teacher-made rubric were used to assign grades.

Week 1.

Objective: To determine the targeted students' writing abilities.

To discuss the purpose of writing and brainstorm writing topics.

Activities: The students worked individually to complete the pretest writing assignment as planned by the classroom teacher. The students engaged in whole class discussion and collaborative learning (Maxwell and Meiser, 1997).

Materials: Teacher-made pre/posttest (Appendix E, p.55) and writing journals.

Evaluation: The pretest was evaluated based on the Florida Writes! rubric (Appendix F, p.57). The writer checked the students' writing journals to ensure that they had a list of writing topics.

Week 2.

Objective: To introduce conferencing to the students.

To develop a revision checklist.

Activities: The writer and the students discussed how to engage in conferences. A group of students role-played to discover how peer conferencing should be conducted (Atwell 1998, Lawrence and Sommers 1996, and Brown 1997). Together with the writer, the students developed a revision checklist (Appendix G, p.61).

Materials: Writing journals and chalkboard.

Evaluation: Students were randomly chosen to share their understandings of conferencing. The writer checked the students' writing journals to ensure that they copied the revision checklist.

Week 3.

Objective: To write about a topic of choice.

Activities: Students worked individually to complete the assignment. The writer walked around to conference with the students individually and to monitor their work (Atwell 1998 and Tompkins 1991).

Materials: Writing journals.

Evaluation: The writer circulated and checked the students' journals.

Week 4.

Objective: To revise the written piece.

Activities: Students worked individually as well as in their groups to revise their work (Kucera 1995, Atwell 1998, and Maxwell and Meiser 1997). The writer taught a mini-lesson that focused on revision. Collaboratively, the writer and the students discussed and demonstrated how to revise a piece of writing. After this, the students used the revision checklist to revise their work individually. The writer circulated and conferenced with the students. During the one-on-one conference, the writer taught skills in context of the students' writing. During the following session, the students worked in their groups to revise one another's work.

Materials: Writing journals and revision checklist.

Evaluation: Through conferencing, the writer became aware of how the students' writing was developing.

Week 5.

Objective: To evaluate the students' writing skills.

Activities: Students worked individually to write about a topic of choice. This writing assignment was considered as a formative evaluation to determine if any changes needed to be made that would help to improve the students' writing skills.

Materials: Writing journals.

Evaluation: The students' writing was assessed according to a teacher-made rubric (Appendix H, p.63).

Week 6.

Objective: To discuss the most common errors in the students' writing.

To revise the written piece.

Activities: The writer taught a mini-lesson that focused on the use of transitions (Atwell 1998). The writer began the mini-lesson with an unscramble activity in which the students arranged the letters in the word "transition" in the proper order. Following this, the writer discussed the purpose of including transitions in a piece of writing. The students were made aware that a comma should be inserted after a transition. The students individually wrote three transitions in their journals, which they shared with the entire group. Then the writer explained to the students that transitions were used at the beginning of and within paragraphs. This explanation was made clear by a paragraph that was written on the chalkboard. At the end of the mini-lesson, the writer distributed the activity sheets, and the students worked independently to revise the essays that they wrote during the previous session (Appendix I, p.65).

Materials: Writing journals, activity sheet (Proett and Gill 1986), and chalkboard.

Evaluation: The writer walked around to conference with the students and to monitor their work. The writer recorded information about the students' progress in her journal.

Week 7.

Objective: To share and respond to one another's writing.

Activities: Students worked in groups of three (or four) to respond to one another's writing. During this session, the students worked with different group members. For this activity, each student read his/her writing aloud to the rest of the group. The group members then offered suggestions for improving the written piece. After completing the final drafts, the students shared their writing with the entire group (Proett and Gill 1986 and Willis 1993).

Materials: Writing journals.

Evaluation: The writer walked around and listened to the ongoing discussions. The writer read the students' journals and kept note of their progress in her personal journal.

Week 8.

Objective: To write about a topic of choice.

Activities: Students worked individually to complete the assignment. The writer circulated to conference with the students individually and to monitor their work

(Atwell 1998 and Tompkins 1991). The writer assisted the students in developing their ideas in writing. The students were reminded to write freely without focusing on grammar and punctuation.

Materials: Writing journals.

Evaluation: The writer walked around and checked the students' journals.

Week 9.

Objective: To introduce a new revision technique.

To revise the written piece.

Activities: The writer introduced the activity by demonstrating a new revision technique with four students. Then the students worked in groups of three (or four) to revise their work. During the revision activity, each student in the group was assigned a role. One student focused on the development of ideas and paragraphs. Another student read all the papers for clarity and to determine if the writing focused on the chosen topic. Another student focused on diction and the use of transitions. For the extra group of four, the additional student concentrated on diction and paragraph development. After reading the written pieces, the students passed the writing to the person to their left. During the following sessions for this activity, the students continued to shift roles until everyone in the group had a chance to perform each role (Brown 1997 and Kennedy and Kennedy 1990). Based on the comments and suggestions made by their peers, the students

revised their writing at home and brought a newly revised draft to the following class.

Materials: Writing journals.

Evaluation: The writer worked with each group during the revision process and assisted those students who did not understand the directions.

Week 10.

Objective: To revise the written piece.

Activities: The students distributed the revised drafts to their group members. The students switched roles in a clockwise direction and continued to revise the writing. The writer guided the students through this activity.

Materials: Writing journals.

Evaluation: The writer walked around, facilitated the revision process, and assisted when necessary.

Week 11.

Objective: To revise the written piece.

Activities: After distributing the revised drafts to their peers, the students rotated and continued to revise their writing.

Materials: Writing journals.

Evaluation: The writer circulated while the students were engaged in the revision activity to monitor their work.

Week 12.

Objective: To determine any improvements in the students' writing skills and attitude toward writing.

Activities: The students worked individually to complete the posttest writing assignment and postattitudinal questionnaires (Appendix E, p.55) (Appendix C, p.50) (Appendix J, p.67).

Materials: Teacher-made posttest and student postattitudinal questionnaires.

Evaluation: The posttest writing assignment was evaluated based on the Florida Writes! rubric (Appendix F, p.57).

CHAPTER IV

Results

The purpose of this practicum was to help improve the students' writing skills through teacher-student conferencing and peer conferencing. During the implementation period, the students were exposed to different revision strategies that would help them in developing effective written pieces. The main focus of the instruction was to stimulate the students to include transitions and sentence variety in their writing.

Objective one stated that at the end of the 12-week implementation period, all of the 13 targeted twelfth grade Honors English students would demonstrate improvement in their ability to write sentences that include transitions and sentence variety by elevating their scores on the posttest at least one level above the pretest scores as measured by a teacher-made test (Appendix E, p.55). The Florida Writes! rubric (Appendix F, p.57) was used by the writer to assign grades. This rating scale consisted of numerical values with one being the lowest score and six being the highest score. The students' writing was evaluated based on the following criteria: organization, diction, development of paragraphs and ideas, variation in sentence structure, and use of transitions. The above-mentioned criteria were also used for objective three, which stated that at the end of the

12-week implementation period, all of the 13 targeted twelfth grade Honors English students would demonstrate improvement in their writing ability by elevating their scores on the posttest at least one level above the pretest scores as measured by the Florida Writes! rubric (Appendix E, p.55) (Appendix F, p.57).

Student A received a score of two points on the pretest. On the posttest, the student received a score of three points. This means that student A increased his score by one point. Student B scored two points on the pretest as well as on the posttest. Therefore, she did not increase her score. Student C earned two points on the pretest and three points on the posttest, elevating his score by one point. Student D received a score of two points on the pretest. On the posttest, he also received a score of two points. Thus, student D did not increase his score. On the pretest as well as on the posttest, student E earned two points. This means that student E did not increase his score. Student F received a score of two points on both the pretest and posttest. Therefore, student F did not elevate her score. Student G earned two points on the pretest. On the posttest, she earned three points, increasing her score by one point. On the pretest, student H received a score of two points while on the posttest, she received a score of three points. Thus, student H increased her score by one point. Student I scored two points on the pretest. On the posttest, she received a score of three points. This shows that student I increased her score by one point. On the pretest, student J earned two points while on the posttest, she earned three points. This indicates that student J

elevated her score by one point. Student K scored two points on both the pretest and posttest; thus, failing to increase her score. Student L earned two points on the pretest. On the posttest, he earned three points. This means that student L increased his score by one point. On the pretest, student M received a score of three points while on the posttest, she received a score of four points. This indicates that student M increased her score by one point (Appendix K, p.69).

Of the 13 students in the targeted group, eight met objectives one and three. Two of these students (students A and M) were enrolled in composition classes at a community college. In comparison to the other students in the targeted group, these two students were more experienced with the revision process. During the implementation period, student I showed interest in acquiring revision techniques. She often asked for assistance in revising her writing and took suggestions and comments from her peers seriously. Similarly, students C, G, H, I, and J showed interest in developing their writing skills. The remaining five students of the targeted group scored the same on both the pretest and posttest. Therefore, they did not meet the requirements for objectives one and three. During the implementation period, students B and F were often absent, which could be a possible reason for the lack of improvement in their writing skills. Students E and K did not have confidence in their writing abilities; they failed to believe that they could produce effective written pieces. During the

implementation period, more time should have been spent on one-on-one conferencing with these two students to guide them through the writing process.

Objective two stated that after the 12-week implementation period, all of the 13 targeted twelfth grade Honors English students would improve their attitude toward writing by at least 50% as measured by a teacher-made pre/post attitudinal survey (Appendix C, p.50). The following numerical values were assigned to the responses: 1-undecided, 2-disagree, 3-strongly disagree, 4-agree, and 5-strongly agree. The pre/post survey consisted of 10 items for which the students had to circle their responses. The results of the survey indicated that none of the 13 targeted students improved their attitude toward writing by at least 50% (Appendix L, p.71). Therefore, objective two was not met.

Ten of the 13 students indicated on the preattitudinal survey that they liked to write. On the postattitudinal survey, nine students stated that they liked to write. The findings also revealed that all of the 13 students indicated on the preattitudinal survey that writing gives them an opportunity to express themselves. On the postattitudinal survey, 12 of the 13 students saw writing as a medium through which they could express themselves. While one of the 13 students indicated on the preattitudinal survey that he did not like to write for school assignments, five students stated on the postattitudinal survey that they disliked writing for school assignments. This shows that after the implementation period there was a decrease in the number of students who previously had a

positive attitude toward writing (Appendix C, p.50). Perhaps the difficulty of the pretest writing assignment negatively affected their attitudes.

Student improvement questionnaires were also administered to the 13 targeted students at the end of the implementation period (Appendix J, p.67). The purpose of the questionnaire was for the students to assess themselves as writers. The questionnaire consisted of 10 items for which the students had to provide "yes" or "no" responses. The results indicated that 10 of the 13 students believed that they had become better writers. Similarly, 11 of the 13 students stated that their writing skills had improved, while all of the 13 students indicated that they gained knowledge in revising their writing. Hence, all of the 13 students stated that they should continue to improve their writing skills. Therefore, it is evident that peer conferencing and teacher-student conferencing made a positive impact on improving the students' writing skills.

During the fifth week of the implementation period, a formative evaluation was given to the 13 targeted students to determine if any changes needed to be made that would help to improve their writing skills. For this assignment, the students had to write about a topic of choice. A teacher-made rubric was used to assign grades (Appendix H, p.63). This rating scale consisted of numerical values with one being the lowest score and three being the highest score. The following criteria were used to evaluate the students' writing: inclusion of transitions and variation in sentence structure. Three of the 13 students earned

three points for this writing assignment while seven other students scored two points. The remaining three students earned one point for this writing assignment because their writing did not include transitions and sentence variety. Table 1 shows the students' scores for this assignment.

Table 1

Writing Scores of Grade 12 Students

Student	Score
A	3
B	1
C	2
D	1
E	2
F	1
G	2
H	2
I	3
J	2
K	2
L	2
M	3

Note. Maximum score is three.

CHAPTER V

Recommendations

Writing is an important skill that all children need to master. In order to develop this skill, students need to read frequently and be guided through the writing process. Students need to be made aware that writing is a process and any piece of writing is subject to continuous development. Hence, the writing workshop approach should be incorporated into language arts lessons at the elementary level. This would help the students to gain experience in the revision process; therefore, they would focus on diction while revising their work instead of inserting punctuation and correcting grammar. Once students are exposed to the writing workshop approach at an early age, they are likely to develop basic writing skills, which they would continue to improve at the secondary level. Therefore, these students are likely to become better writers.

The information and data gathered in this practicum would be a useful tool to be incorporated into English classes at both the middle and high school levels. If requested, the writer is willing to conduct a workshop to share the information with the other teachers. Before implementing this project, the following measures should be taken into consideration. First of all, teachers need to make the students aware that the written word is different than the spoken word. In addition, students need a clear understanding of the meaning of revision. Teachers need to

be constantly guiding the students through the writing process. Furthermore, it is important that teachers keep a checklist for each student to ensure that the teacher-student conferences are equally distributed.

In terms of expansion of this project, the writer believes that the students could be exposed to another revision strategy in which they would combine short sentences. This activity would help the students in developing compound and complex sentences, which enhance a piece of writing. The goal is for the students to internalize the different revision strategies and apply them in future writing.

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APPENDIXES

APPENDIX A

TARGET GROUP STANFORD ACHIEVEMENT TEST SCORES

SPRING 1998

TARGET GROUP STANFORD ACHIEVEMENT TEST SCORES

SPRING 1998

STUDENT	READING COMPREHENSION	TOTAL LANGUAGE
A	86	71
B	43	40
C	73	64
D	59	66
E	94	68
F	77	71
G	21	57
H	32	34
I	73	64
J	66	89
K	86	81
L	62	47
M	62	78

* Scores are expressed as percentiles.

APPENDIX B

TEACHER QUESTIONNAIRE AND SUMMARY OF RESPONSES

TEACHER QUESTIONNAIRE AND SUMMARY OF RESPONSES

1. **What are some of the students' weaknesses in writing?** Their writing include fragments, run-on sentences, misspelled words, and improper use of usage. In addition, their writing skills are undeveloped.
2. **What do you believe are some possible causes for the students' poor performance in writing?** They lack prior knowledge and understanding of grammar rules. The students' attitude toward writing may also be a determining factor. Some of the students believe that they cannot write; therefore, they do not show any interest in writing. In addition, some of the students do not read often. Therefore, they are not exposed to different types of literature that will help them develop their writing skills.
3. **What long term benefit do you see in helping the students develop their writing skills?** They will be graduating from high school with developed writing skills that are important for future career opportunities.

APPENDIX C

STUDENT PRE/POST ATTITUDE QUESTIONNAIRE

STUDENT PRE/POST ATTITUDE QUESTIONNAIRE

1. I like to write.

Responses	Pre	Post
Strongly Agree	4	0
Agree	6	9
Undecided	1	2
Disagree	2	2
Strongly Disagree	0	0

2. Writing gives me an opportunity to express myself.

Responses		
Strongly Agree	7	4
Agree	6	8
Undecided	0	1
Disagree	0	0
Strongly Disagree	0	0

3. I read and write for pleasure.

Responses		
Strongly Agree	3	2
Agree	2	5
Undecided	6	5
Disagree	1	1
Strongly Disagree	1	0

4. I always edit my work before submitting it.

Responses		
Strongly Agree	3	3
Agree	6	4
Undecided	3	2
Disagree	1	4
Strongly Disagree	0	0

5. I like to choose my own topic when I write.

Responses		
Strongly Agree	9	6
Agree	2	4
Undecided	1	3
Disagree	1	0
Strongly Disagree	0	0

6. I worry about spelling and grammar when I write.

Responses	Pre	Post
Strongly Agree	7	0
Agree	3	8
Undecided	1	1
Disagree	2	4
Strongly Disagree	0	0

7. I am good at writing.

Responses		
Strongly Agree	2	1
Agree	5	6
Undecided	4	4
Disagree	1	1
Strongly Disagree	1	1

8. I hate to write for school assignments.

Responses		
Strongly Agree	1	1
Agree	0	4
Undecided	3	2
Disagree	7	6
Strongly Disagree	2	0

9. Writing is boring and tedious work.

Responses		
Strongly Agree	1	0
Agree	0	1
Undecided	1	3
Disagree	8	7
Strongly Disagree	3	2

10. It is important that I develop my writing skills.

Responses		
Strongly Agree	11	6
Agree	1	6
Undecided	1	1
Disagree	0	0
Strongly Disagree	0	0

APPENDIX D

DESCRIPTION OF STUDENTS

DESCRIPTION OF STUDENTS

Student	Age	Gender	Race	Place of Birth	Sibling(s)	Career Aspiration
A	18	Male	White	USA	2	Doctor
B	17	Female	White	USA	1	Psychologist
C	18	Male	White	USA	1	Judge
D	16	Male	White	USA	0	Lawyer
E	18	Male	White	USA	1	Architect
F	17	Female	White	USA	0	Pharmacist
G	17	Female	Black	USA	2	Therapist
H	17	Female	Black	USA	2	Lawyer
I	17	Female	White	USA	1	Doctor
J	17	Female	Black	USA	3	Journalist
K	17	Female	Black	Haiti	4	Psychologist
L	17	Male	White	USA	1	Scientist
M	17	Female	White	USA	1	Counselor

APPENDIX E

PRE/POSTTEST WRITING ASSIGNMENT

PRE/POSTTEST WRITING ASSIGNMENT

Defend the "moral sense" in Mark Twain's <u>The Mysterious Stranger</u>.

The processes involved before assigning this topic.

1. Introduction of the concept of morality.
2. Modeling of an example of writing about an ethical issue.
3. Whole class discussion.
4. Questions and answers session.
5. Set up the assigned writing through a prompt (relevant discussion or presentation of possible moral sense in Twain's work).
6. Writing the assignment.
7. Rubric for scoring will be the Florida Writes! (Appendix F, p.57).

APPENDIX F

FLORIDA WRITES! RUBRIC

FLORIDA WRITES! RUBRIC

6 points — The writing is focused and purposeful, and it reflects insight into the writing situation. The organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The development of the support is substantial, specific, relevant, and concrete. The writer shows commitment to and involvement with the subject and may use creative writing strategies. The writing demonstrates a mature command of language with freshness of expression. Sentence structure is varied, and few, if any, convention errors occur in mechanics, usage, punctuation, and spelling.

5 points — The writing is focused on the topic, and its organizational pattern provides for a logical progression of ideas. Effective use of transitional devices contributes to a sense of completeness. The support is developed through ample use of specific details and examples. The writing demonstrates a mature command of language, and there is variation in sentence structure. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

4 points — The writing is focused on the topic and includes few, if any, loosely related ideas. An organizational pattern is apparent, and it is strengthened by the use of transitional devices. The support is consistently developed, but it may lack specificity. Word choice is adequate and variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

3 points — The writing is focused but may contain ideas that are loosely connected to the topic. An organizational pattern is demonstrated, but the response may lack logical progression of ideas. Development of support is uneven. Word choice is adequate, and some variation in sentence structure is demonstrated. The response generally follows the conventions of mechanics, usage, punctuation, and spelling.

2 points — The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The organizational pattern usually includes a beginning, middle, and ending, but these elements may be brief. The development of the support may be erratic and nonspecific, and ideas may be repeated. Word choice

may be limited, predictable, or vague. Errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, but commonly used words are usually spelled correctly.

1 point — The writing addresses the topic but may lose focus by including extraneous or loosely related ideas. The response may have an organizational pattern, but it may lack a sense of completeness or closure. There is little, if any, development of the supporting ideas and the support may consist of generalizations or fragmentary lists. Limited or inappropriate word choice may obscure meaning. Frequent and blatant errors may occur in the basic conventions of sentence structure, mechanics, usage, and punctuation, and commonly used words may be misspelled.

APPENDIX G

REVISION CHECKLIST

REVISION CHECKLIST

Areas to focus on when revision my work.

1. Sentence structure and sentence variety.
2. Paragraph development.
3. Use of transitions.
4. Interesting introduction.
5. Thesis statement.
6. Supporting details.
7. Word choice/diction.
8. Conclusion.

APPENDIX H

TEACHER-MADE RUBRIC

TEACHER-MADE RUBRIC

3 points	The writing includes transitions, compound sentences, complex sentences, and phrases.
2 points	The writing includes one or two types of sentences and some transitions.
1 point	The writing does not include transitions and sentence variety.

APPENDIX I

REVISION ACTIVITY SHEET

REVISION ACTIVITY SHEET

Read your own paper silently. Then do the following.

1. List the first word in each of the first ten sentences.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

2. If you find that you repeated the same first word too many times, make changes.

3. List and correct all contractions in your paper.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

4. Underline the transitions. Use your transition sheet to include more transitions in your paper. List the transitions that you have included in your writing.

1.	3.	5.	7.
2.	4.	6.	8.

APPENDIX J

STUDENT IMPROVEMENT QUESTIONNAIRE

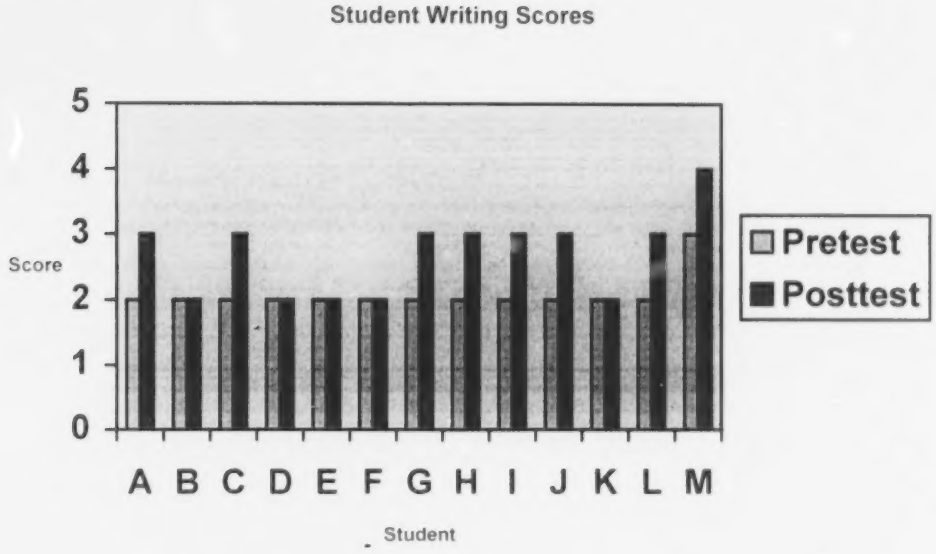
STUDENT IMPROVEMENT QUESTIONNAIRE

The purpose of this questionnaire is to collect information regarding attitudes of twelfth-grade students toward the writing process. Please respond to the following statements by circling your response.

1. I like to write.	Yes: 9	No: 4
2. I became a better writer.	Yes: 10	No: 3
3. My writing skills have improved.	Yes: 11	No: 2
4. Peer conferencing was beneficial to me.	Yes: 6	No: 7
5. I write for pleasure.	Yes: 7	No: 6
6. I read for pleasure.	Yes: 7	No: 6
7. Writing is a tedious and boring task.	Yes: 3	No: 10
8. It is important that I continue to improve my writing skills.	Yes: 13	No: 0
9. I gained knowledge in revising my work.	Yes: 13	No: 0
10. I hate to write for school assignments.	Yes: 5	No: 8

APPENDIX K

STUDENT PRE/POST TEST WRITING SCORES



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APPENDIX L

RESPONSES OF STUDENT ATTITUDE QUESTIONNAIRE

RESPONSES OF STUDENT ATTITUDE QUESTIONNAIRE

Statement	Student	Pre	Post	% Increase	% Decrease
1. I like to write.	A	2	4	40	-
	B	4	1		60
	C	4	4	0	0
	D	4	4	0	0
	E	4	1	-	60
	F	5	4	-	20
	G	1	2	20	-
	H	5	4	-	20
	I	4	4	0	0
	J	5	4	-	20
	K	4	2	-	40
	L	4	4	0	0
	M	5	4	-	20

Statement	Student	Pre	Post	% Increase	% Decrease
2. Writing gives me an opportunity to express myself.	A	4	4	0	0
	B	5	4	-	20
	C	5	5	0	0
	D	5	4	-	20
	E	5	1	-	80
	F	5	4	-	20
	G	4	4	0	0
	H	5	5	0	0
	I	4	5	20	-
	J	5	5	0	0
	K	4	4	0	0
	L	5	4	0	20
	M	5	4	0	20

Statement	Student	Pre	Post	% Increase	% Decrease
3. I read and write for pleasure.	A	1	4	60	-
	B	1	1	0	0
	C	1	4	60	-
	D	4	1	-	60
	E	5	5	0	0
	F	4	4	0	0
	G	2	2	0	0
	H	5	4	-	20
	I	1	1	0	0
	J	5	5	0	0
	K	4	4	0	0
	L	2	1	-	20
	M	1	1	0	0

Statement	Student	Pre	Post	% Increase	% Decrease
4. I always edit my work before submitting it.	A	2	2	0	0
	B	4	4	0	0
	C	4	4	0	0
	D	4	1	-	60
	E	4	4	0	0
	F	5	5	0	0
	G	4	2	-	40
	H	1	1	0	0
	I	1	4	60	-
	J	5	4	-	20
	K	5	2	-	60
	L	1	2	20	-
	M	4	5	20	-

Statement	Student	Pre	Post	% Increase	% Decrease
5. I like to choose my own topic when writing.	A	2	1	-	20
	B	4	1	-	60
	C	5	1	-	80
	D	4	5	20	-
	E	5	4	-	20
	F	5	5	0	0
	G	5	4	-	20
	H	5	4	-	20
	I	5	5	0	0
	J	5	5	0	0
	K	1	4	60	-
	L	5	5	0	0
	M	4	5	20	-

Statement	Student	Pre	Post	% Increase	% Decrease
6. I worry about spelling and grammar when I write.	A	2	2	0	0
	B	4	4	0	0
	C	4	4	0	0
	D	5	4	-	20
	E	2	4	40	-
	F	5	4	-	20
	G	5	4	-	20
	H	5	1	-	80
	I	5	4	-	20
	J	5	2	-	60
	K	1	2	20	-
	L	2	4	40	-
	M	4	2	-	40

Statement	Student	Pre	Post	% Increase	% Decrease
7. I am good at writing.	A	1	4	60	-
	B	2	2	0	0
	C	4	4	0	0
	D	5	4	-	20
	E	1	1	0	0
	F	1	1	0	0
	G	3	3	0	0
	H	5	4	-	20
	I	4	1	-	60
	J	5	5	0	0
	K	4	1	-	60
	L	4	4	0	0
	M	4	4	0	0

Statement	Student	Pre	Post	% Increase	% Decrease
8. I hate to write for school assignments.	A	2	1	-	20
	B	1	2	20	-
	C	2	2	0	0
	D	1	2	20	-
	E	2	4	40	-
	F	1	4	60	-
	G	3	5	40	-
	H	2	1	-	20
	I	2	2	0	0
	J	3	4	20	-
	K	2	4	40	-
	L	2	2	0	0
	M	2	2	0	0

Statement	Student	Pre	Post	% Increase	% Decrease
9. Writing is boring and tedious work.	A	2	2	0	0
	B	1	1	0	0
	C	3	3	0	0
	D	2	2	0	0
	E	3	1	-	40
	F	2	3	20	-
	G	2	1	-	20
	H	2	2	0	0
	I	2	2	0	0
	J	3	2	-	20
	K	2	4	40	-
	L	3	2	-	20
	M	2	2	0	0

Statement	Student	Pre	Post	% Increase	% Decrease
10. It is important that I develop my writing skills.	A	5	4	-	20
	B	5	4	-	20
	C	5	5	0	0
	D	5	4	-	20
	E	5	5	0	0
	F	5	5	0	0
	G	5	5	0	0
	H	5	4	-	20
	I	5	4	-	20
	J	5	4	-	20
	K	4	1	-	60
	L	4	4	0	0
	M	5	5	0	0